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ABSTRACT

This guide, which is the product of a school-to-work (STW) leadership institute that was conducted to promote the development of collaborative initiatives linking STW with other school improvement strategies in Ohio, contains materials for and about worksite designing externships for educators. Included in the guide are the following items: STW overview; quick STW tips; what educators and business leaders need to know about teacher externships; overview of the Secretary's Commission on Achieving Necessary Skills (SCANS); and guidelines for organizing worksite externships. Concluding the guide are a 94-item STW bibliography and list of 29 STW Internet resources. Appendixes constituting approximately 50 percent of the guide contain the following: overview of the STW leadership institute; worksite preferences form; list of career clusters and categories; list of extern roles and responsibilities; questions to ask during company tours; comparison of internship and externship programs; agenda outline for worksite externship visits; worksite contact and worksite (host) confirmation forms; externship site checklist; worksite confirmation letter; leadership institute breakfast meeting agenda; checklist of worksite information for externs; SCANS onsite log; externship experience log; skills identification worksheet; externship debriefing team report; team member externship evaluation and worksite externship evaluation forms; and letter of appreciation to worksite hosts. (MN)

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A Planning Guide

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For Designing Worksite Externships For Educators

CE079038

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A Planning Guide

for Designing Worksite Externships for Educators

State University Education Deans
Ohio School-to-Work System
Integration Project
Leadership Institute Development
and Implementation

Lead Institution
Wright State University
Principal Investigator
Donna S. Courtney, Ed.D.
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This planning guide represents a composite of the time and talents shared by a number of people committed to Ohio's School-to-Work System and its vision of the preparation of Ohio's youth for productive employment, responsible citizenship, and lifelong learning.

A collaborative School-to-Work effort of the State University Education Deans, the Ohio Board of Regents, and the Ohio Department of Education.

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School-to-Work Systems Integration Coalition

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As an equal opportunity employer and service provider, it is the policy of the state school-to-work office and supporting agencies that educational activities, employment practices, programs, and services are offered without regard to race, color, national origin, sex, religion, disability, or age in employment or the provision of services.

With funding from the Ohio School-to-Work Office, the State University Education Deans have established a System Integration Coalition to undertake this work, along with three other related interuniversity projects. The Ohio State University College of Education has provided project management for the Coalition.

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About This Guide

If partnerships are the heart of Ohio's School-to-Work System, schools in Ohio will be the essential partner.
John M. Goff, Superintendent of Public Instruction, Ohio Department of Education

The School-to-Work Opportunities Act of 1994 represents a new approach to learning in America's schools. Jointly funded by the U. S. Departments of Education and Labor, the Act provides seed money, or "venture capital," to states and communities to develop partnerships designed to prepare our youth for lifelong learning and a successful entry into the world of work.

The School-to-Work (S-T-W) System in Ohio is an answer to a crucial state and national need for workers who can think for themselves, use good judgment, and are motivated to continue learning. Workplaces become active learning environments for students to explore careers and for educators to equate academic preparation with worksite expectations. As one of many opportunities in Ohio's STW System, worksite externships enhance the educator's knowledge of careers and the real-world aspects of business and industry.

To promote the development of collaborative initiatives linking STW with other school improvement strategies, the State University Education Deans Coalition received a grant for a state of Ohio School-to-Work System Integration Project. This externship guide evolved as part of the STW Integration Project and the Leadership Institute hosted by Wright State University on July 14–16, 1997, and organized by teams of educators representing the SUED coalition.

Nominated by School-to-Work Regional Coordinators, Regional Professional Development Center Directors, and Career Development Coordinators, 27 fellows participated in the Institute. Conducted the second day of the Institute, the worksite externships contributed positively to Institute objectives and the expectations of fellows participating in the Institute.

It is intended that this Guide serve as a resource to others in helping educators acquire worksite experiences to better understand the relationship between school-based and work-based learning. Although meaningful professional development activities are offered in the schools, the work-based nature of School-to-Work focuses on learning experiences for educators to be found outside of the classroom and in the workplace.

A School-to-Work Overview

Guiding Principles

1. School-to-work is for ALL students.

2. Career preparation is visible at ALL levels of education beginning in elementary school and continuing through lifelong learning.

3. Pre-service and in-service professional development opportunities are available to all educators.

4. Successful school-to-work systems must blend education reform, workforce development, and economic development.

5. The use of students' and teachers' time must be reassessed... and school-to-work initiatives must include both school-based and work-site learning.

6. School-based learning, and work-site learning, must be coordinated and integrated.

7. ALL school-to-work partners must be engaged, and ALL must share credit for school-to-work's success.

8. ALL school-to-work partners must be held accountable for the success of school-to-work initiatives.

A PROPOSED FRAMEWORK FOR

OHIO'S VISION FOR A SCHOOL-TO-WORK SYSTEM

The State of Ohio recognizes the importance of developing new strategies to better prepare our youth for successful entry into the world of work and to instill in each of them a desire for lifelong learning. And as the basis for Ohio's vision for a *school-to-work system*, this understanding acknowledges that we must not only prepare our young people for the kinds of jobs that presently exist, but also for the kinds of jobs that will have to be created if Ohio's economy -- and more generally, the nation's economy -- is to retain its competitive edge in the global marketplace.

In this context, this preliminary framework for the development of Ohio's school-to-work system identifies strategies through which Ohio's school-to-work opportunities will be improved, as well as the action steps required to implement the new system.

PURPOSE

In establishing Ohio's framework for action, it is important to acknowledge that many of the elements of an effective school-to-work system are already in place -- and to recognize that individual programs have made significant progress in building the necessary bridges between education and employment for youth. Yet, these programs have not been systematized to effect widespread changes in education and training practices, nor have they provided work-based education for all students.

Consequently, we need to build on existing programs and practices that have proven to be effective. Our task is to develop and implement a comprehensive, coherent, effective school-to-work system by building on many of Ohio's existing efforts, and by engaging all relevant stakeholders in public/private partnerships that require the creative, coordinated, and efficient use of federal, state and local resources.

The mission of Ohio's school-to-work system is to ensure that every Ohio student graduates from high school and beyond with the knowledge and skills needed to succeed in the ever-changing world of work - and to be prepared for lifelong learning.

Toward this end -- and to solve the current mismatch between the skills of the labor force and the skill demands of the workplace -- the State of Ohio is committed to creating a comprehensive school-to-work system that:

- provides all of Ohio's young people with opportunities to increase their academic and occupational skills, improve their preparation for work, and initiate and sustain their occupational careers, while allowing them to earn an industry-recognized certificate that validates their achievements; and

- unites business and industry, labor, community organizations, parents, public sector agencies, higher education, and our public schools in an unprecedented partnership to ensure that Ohio's students and workers become continuous learners.

Ohio's school-to-work system must be structured around public/private partnerships that engage Ohio's young people and employers and employ their parents, schools and educators, employers and employees, organized labor, government agencies, and community organizations in work-based learning and occupationally oriented education.

In addition, Ohio's school-to-work system must be:

- *seamless* ... with all elements of the system working together toward a single, clearly-defined purpose;

• *flexible*... offering young people numerous pathways to training and employment opportunities, and allowing them to easily transfer among available employment and education options;

• *community-based* ... with customized programs designed to fit local needs -- and to foster creativity and local ownership within the context of statewide standards.

• *results-oriented* ... with mechanisms designed to assess system performance -- and to ensure that all participants are accountable for their actions; and

• *client-driven* ... designed to meet the diverse needs of employers and learners -- not to serve the interests of the providers of education and training opportunities.

STRATEGIES AND ACTION STEPS

To achieve Ohio's school-to-work vision, three strategies, each with a limited number of action steps, are recommended:

STRATEGY I: Establish high standards for Ohio's school-to-work system, and for its students, teachers and programs - and assist local programs in meeting these standards.

As a comprehensive approach to workforce development, Ohio's school-to-work system will support, *build upon*, and adapt a wide range of programs, such as pre-apprenticeship, high school vocational education, Tech Prep (Technical Preparation Associates Degree), cooperative education, youth programs funded by the Job Training Partnership Act, Jobs for America's Graduates (JAG) programs, armed forces training, the Ohio Industrial Training Program (OITP), registered trade apprenticeship programs, and a variety of private sector training programs.

The success of Ohio's school-to-work system will depend, in part, on young people's development of strong basic academic skills. It also will require that all education and skill-building initiatives be built on school-based and industry-based standards, including standards that are broadly defined and provide sufficient flexibility to account for the workplace's changing skill demands. Toward this end, eleven recommendations are advanced, including:

• improve the needs assessment capabilities of public and private-sector programs -- that is, their capacity to identify emerging occupational growth areas, and to provide more comprehensive information on occupational demand and employment requirements; and to develop connections among client data bases to ensure that client information can be tracked across programs and the full range of services can be provided and tracked while protecting client confidentiality;

• establish comprehensive skill standards in targeted occupational areas, in cooperation with business, industry and organized labor;

• develop a process for issuing skills certificates in targeted occupational areas that are industry-driven and based on assessed achievement against skill standards;

• establish performance standards for school- and nonschool programs, teachers and mentors;

• build on the existing Individual Career Plan initiative to ensure that career education and guidance are an integral part of Ohio's education system throughout the K-12 years;

• provide technical assistance to help local programs develop and implement school-to-work initiatives;

• assure a variety of local school-to-work programs that provide students with a

results-oriented, client-driven interdisciplinary approach to learning; and provide young people with alternative education and career pathways by ensuring that individual programs within Ohio's school-to-work system are linked and coordinated.

STRATEGY 2: Assess the performance of students, teachers, administrators and programs to ensure that they meet Ohio's school-to-work standards, enabling the school-for-work system to better meet the diverse needs of students and employers.

Assessment and accountability are the flip side of the standards 'coin.' In addition to determining whether students, teachers and the programs that comprise the school-to-work system are meeting the expectations set for them, assessments provide valuable information that can be used to adapt programs to evolving conditions, and to improve the program operations. Toward this end, six action steps are recommended to ensure accountability at all levels of Ohio's school-to-work system, including:

- continue state proficiency tests in mathematics, reading, writing and social studies to all students in grades 9 and 12 -- and initiate the state proficiency test in science -- to measure their academic knowledge and abilities; and develop new tests in grades 4 and 6;

- assure that the school-to-work system is performance-driven and industry endorsed by continuing the Ohio Competency Analysis Profile (OCAP) and Tech-Prep Competency Profile (TCP), which use representatives from business, industry and labor to verify the occupational, academic, and employability skills needed to successfully enter the workforce;

- provide every student with an Individual Career Plan (ICP), which has been developed with parents and teachers; and give every high school graduate a credential or achievement portfolio that communicates to prospective employers and postsecondary institutions the student's academic/ occupational accomplishments and abilities, and his/her skills and knowledge levels;

- assess the employment success of recent program graduates and dropouts in order to begin to establish baseline information which can be used for future evaluation; seek to identify program components that lead to employment success or failure;

- assess the 'satisfaction' of employers, students, and parents with Ohio's school-to-work programs; and

- implement a quantifiable system for measuring the performance of all local programs within Ohio's school-to-work system, evaluating accessibility for students, ease of transition, student performance, and curriculum integration.

STRATEGY 3: Foster effective partnerships through which programs and services can be coordinated and responsibility for the system's performance can be shared, to ensure that all young people have access to Ohio's school-to-work system - and to its opportunities for academic and occupational success.

The eight action steps recommended under this strategy address the following issues:

- strengthen the school-to-work systems governance structure to improve the system's effectiveness and ensure that all stakeholders share responsibility for making opportunities for academic and occupational success available to all young people;

- recruit Ohio employers to participate in Ohio's school-to-work effort through a variety of 'business-to-business' outreach programs;

- develop and implement a marketing program to promote school-to-work programs to students, parents, educational institutions, community organizations, and community opinion-leaders;

- promote equal access to Ohio's school-to-work programs, particularly by expanding and developing model programs that address the needs of Ohio's "at risk" students; and

- identify innovative funding mechanisms and future funding options, including: (1) financial incentives for employers' participation in school-to-work transition strategies, including a variety of venture capital grants, innovation grants, subsidies for training and supervision, and tax credits; and (2) mechanisms that can be used to foster innovation on the part of local programs, including program waivers that could be granted to allow innovative practices at the local level.

Ohio School-to-Work Office
Columbus, Ohio

OHIO SCHOOL-TO-WORK

School to-Work is Ohio's commitment to preparing our youth for successful entry into the world of work, and its determination to instill in each of them a desire for lifelong learning.

The initiative is an effort to build public and private partnerships that offer pathways to more challenging, better paying careers for Ohio's young people--and avenues to increased productivity and competitiveness for business and industry.

Quick School-to-Work Tips

What Works:	What Doesn't Work:
Educators themselves (80 percent using unique, innovative strategies)	Condemning the educational community for poor results
Career major/career cluster strategies	Tracking
Making basic changes at the elementary and middle schools	Beginning the "shift" in high school
Reinforcing the idea that all education is for employment	Linking education and work so closely that the approach is narrowed (forgetting the arts)
Teacher internships in industry or business in the community	Education and business as two separate worlds
Design of a system that includes a framework while allowing grassroots initiatives	Existing without a framework or post secondary connections, downplaying grassroots initiatives
Using community-based organizations and other service providers to understand cultural diversity	Ignoring the need for cultural diversity
Performance measurers tied to workplace competencies	Focusing on SAT scores, emphasizing "seat time" versus real world competencies
Orientation for lifelong learning	Short-term strategies that don't consider long-term needs

Wright State University School-to-Work Leadership Institute
Ohio School-to-Work Office, Columbus, Ohio

Opportunities for Educators

The participation of educators at all levels will stimulate reform and establish the foundation of Ohio's initiative. Through supporting Ohio's School-to-Work initiative, educators will:

- reduce dropout rates, improve student involvement, and increase enrollments
- participate in improved, real-world professional development opportunities
- integrate academic instruction with actual work and life
- increase college placement and employment rates of graduates

Educators can contribute by:

- connecting the classroom to the workplace - partner with area business to connect classroom activities with real-world examples
- connecting the students to the workplace - arrange industry visits and learning opportunities in the workplace
- connecting the student and the workplace together - initiate job shadowing, work experience, and work-based learning opportunities
- **School-Based Learning Component**
  - career exploration
  - selection of a career major
  - career pathways
  - integration of academics and vocational/technical education
  - high academic standards for all students
  - project and problem based curricula
  - interdisciplinary team teaching
  - new schedules and approaches
  - evaluation of knowledge and ability
  - a curriculum developed with employer input
  - secondary/higher education articulation

What educators can do to ensure their students have the knowledge and skills they will need in the workplace and for a lifetime of learning.

- Work with business, labor, students and parents, community-based organizations to improve the connection between your classroom and the workplace.
- Form or get involved in partnerships among other educators, employers, parents, labor, and community-based organizations to plan and implement a School-to-Work system in your community.
- Engage employers, parents, community leaders, and post-secondary educators in a discussion of what students should know and be able to do.
- Ensure that all students have strong academic skills and opportunities for work experience. Prepare them for both college and the workforce. Integrate both academic and occupational objectives into your classes.
- Work with employers to bring the workplace into the classroom. Recruit employers to give students work experiences that reinforce what they are learning in the classroom.
- Help your students identify their interests and develop realistic expectations about specific jobs and careers. Make sure they know about the wide range of career options they can pursue.
- Take advantage of professional development opportunities that demonstrate how to use applied learning techniques in your classroom.
- Recruit business leaders and their employees to provide students with mentors through apprenticeships, TechPrep, internships, vocational education, and other School-to-Work initiatives.

For more information about School-to-Work in ***Action, contact:***
Ohio Region 4 School-to-Work
Sinclair Community College
444 W. Third Street, Dayton, OH 45402-1460
(937) 512-2374

Opportunities for Business

The involvement of business and industry is central to the success of Ohio's School-to-Work initiative. In return for this involvement, employers will:

- gain access to an expanded pool of highly skilled workers
- influence curriculum development to meet industry standards
- evaluate potential employees in the work setting prior to hiring
- establish a workforce prepared to compete in the global marketplace
- increase the productivity of your workforce

Business and industry can contribute by:

- bringing the workplace to the classroom - giving employees the opportunity to speak with students about your industry
- bringing students to the workplace - giving students the opportunity to visit and tour your facilities
- bringing students and the workplace together - providing job shadowing, work experience, apprenticeship and other work-based learning opportunities
- **Work-Based Learning Component**
  - real-world experience
  - on-the-job training
  - work experience
  - job shadowing
  - internships
  - workplace mentoring
  - cooperative education
  - service learning
  - youth apprenticeships
  - instruction in workplace competencies that reinforce academic lessons
  - introduction to life-long learning

What business leaders can do to get communities and schools involved in School-to-Work.

- Start by talking to local school administrators, school board members, teachers, your peers in the business community, and your county School-to-Work Coordinator. Let them know that you support School-to-Work. Find out how you can help improve the connection between the classroom and your workplace.
- Form or get involved in partnerships among educators and other interested employers to plan and implement a School-to-Work system in your community.
- Assist in defining the knowledge, skills, and abilities needed for success in the workplace.
- Help bring the workplace into the classroom and transform your workplace into a place of learning.
- Make sure that students have access to accurate information as they begin to plan for their own careers.
- Help build public support for connecting learning and work.
- Work with other employers and labor leaders to provide students with mentors through apprenticeships, TechPrep, internship, vocational education, and other School-to-Work initiatives.
- Send a clear message to students that their high school and college performance does make a difference in hiring decisions.
- Assist schools, colleges, and universities in developing integrated curricula - courses that will prepare students for good jobs that are, or will be, available.
- Provide professional development for educators, administrators, and counselors. Help them experience the workplace firsthand through job shadowing, field trips, or externships designed specifically for educators.
- Help students identify their interests and develop realistic expectations about specific jobs and careers. Give them work experience that reinforces what they are learning in the classroom.

For more information about School-to-Work in Action, contact:

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A SCANS Overview
Effective Job Performance
The Skills Employers Want

Source: SCANS—Secretary's Commission for Achieving Necessary Skills
What Work Requires of Schools - A SCANS Report for America 2000, June 1991

FIVE COMPETENCIES

★Resources: Identifies, organizes, plans, and allocates resources

A. *Time*—selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
B. *Money*—uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
C. *Material and Facilities*—acquires, stores, allocates, and uses materials or space efficiently
D. *Human Resources*—assesses skills and distributes work accordingly, evaluates performance and provides feedback

★Interpersonal: Works with others

A. *Participates as Member of a Team*—contributes to group effort
B. *Teaches Others New Skills*
C. *Selves Clients/Customers*—works to satisfy customers' expectations
D. *Exercises Leadership*—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
E. *Negotiates*—works toward agreements involving exchange of resources, resolves divergent interests
F. *Works with Diversity*—works well with men and women from diverse backgrounds

★Information: Acquires and uses information

A. *Acquires and Evaluates Information*
B. *Organizes and Maintains Information*
C. *Interprets and Communicates Information*
D. *Uses Computers to Process Information*

★Systems: Understands complex inter-relationships

A. *Understands Systems*—knows how social, organizational, and technological systems work and operates effectively with them
B. *Monitors and Corrects Performance*—distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems performance and corrects malfunctions
C. *Improves or Designs Systems*—suggests modifications to existing systems and develops new or alternative systems to improve performance

★Technology: Works with a variety of technologies

A. *Selects Technology*—chooses procedures, tools or equipment including computers and related technologies
B. *Applies Technology to Task*—understands overall intent and proper procedures for setup and operation of equipment
C. *Maintains and Troubleshoots Equipment*—prevents, identifies, or solves problems with equipment, including computers and other technologies

A THREE-PART FOUNDATION

★Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks

A. *Reading*—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules

B. *Writing*—communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts

C. *Arithmetic/Mathematics*—performs basic computations and approaches problems by choosing appropriately from a variety of mathmetical techniques

D. *Listening*—receives, attends to, interprets, and responds to verbal messages and other cues

E. *Speaking*—organizes ideas and communicates orally

★Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

A. *Creative Thinking*—generates new ideas

B. *Decision Making*— specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative

C. *Problem Solving*—recognizes problems and devises and implements plan of action

D. *Seeing Things in the Mind's Eye*—organizes, and processes symbols, pictures, graphs, objects, and other information

F. *Knowing How to Learn*—uses efficient learning techniques to acquire and apply new knowledge

G. *Reasoning*—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

★Personal Qualities: Displays responsibility, self-esteem, sociability, self-management and integrity and honesty

A. *Responsibility*—exerts a high level of effort and perseveres towards goal attainment

B. *Self-esteem*—believes in own self-worth and maintains a positive view of self

C. *Sociability*—demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings

D. *Self-Management*—assesses self accurately, sets personal goals, monitors progress, and exhibits self-control

E. *Integrity/Honesty*—chooses ethical courses of action

Organizing Worksite Externships

We cannot expect students to see the relationship between academic disciplines and problems in a vocational context unless teachers do.
Gene Bottoms and Alice Presson, Southern Regional Education Board

Objectives of the Institute and the Externship

The objective of the Leadership Institute held at Wright State University on July 14–16, 1997, was to improve practitioners' abilities to link school and work by developing a cadre of School-to-Work leaders prepared with new levels of competencies. Accordingly, the primary objective of the worksite externship was to provide opportunities for participants to observe workplace practices and to reflect on correlated academic experiences for students.

An overview of the Leadership Institute is found in Appendix A, p 40.

Development and Implementation

The following procedures or steps evolved in the process of planning for the worksite externships scheduled for the second day of the Leadership Institute. Although desired objectives were achieved, the Leadership Institute Team believes that a longer period would provide more opportunities for sharing and learning.

This outline will vary in response to the length of the externship being planned and the nature of the participants; however, the overall narrative and the forms contained in the Appendices should serve as a guide for those wishing to develop a successful worksite externship program.

Know Your School-To-Work!

Unless you are an experienced spokesperson, you will want to seek out those national, state, and regional resources and become well versed in talking about School-to-Work. As you introduce STW to others, you will need to know how to provide an overview of the concept, as well as those specifics that may attract the interest of a particular stakeholder.

Resources and Internet sites are included in this Guide on p 38.

Know Your Externs

Who are your worksite externs going to be? Are they elementary teachers, science teachers, college of education faculty, middle school principals, career counselors, English teachers, guidance personnel?

What types of worksites will be most suitable? Current roles in the schools often predict or dictate the location of the individual's worksite placement. This information, in turn, assists in the consideration and eventual selection of the externship hosts.

What kind of information will the externs hope to gain from the worksites? Will they have specific, individual goals in mind that are related to their current roles in the schools?

As representatives from the 12 regions in Ohio, the 27 externs participating in the Leadership Institute were nominated by the School-to-Work Regional Coordinators and the Regional Professional Development and Career Development Directors.

Prior to the Institute, the externs completed a site-preference form based on career clusters or categories.

An example of a site preference form is provided in Appendix B on p 44. Information about career clusters is also contained in Appendix B. on p 45.

Know Your Objectives

Once you are confident of your facts, it's time to decide on the objectives or desired outcomes.

Objectives provide the pattern or model for future action and assist in helping you to stay on course. The process itself evokes novel approaches, creative solutions, and a sense of teamwork for those involved in developing the externships.

A few basic questions are enough to get you started. For example:

- ★ What will the educators hope to achieve by participating in the externship experience?
- ★ What will the worksites hope to achieve by hosting the externs?
- ★ What do you hope to accomplish by offering the experience?

Determine the Externs' Roles & Responsibilities

★How much thought must the externs give to their expectations or reasons for wanting to participate in the experience? Will they be expected to formally share these thoughts with others?

★Will the externs be required to be present for an orientation?

★Do you plan to assign some "homework" prior to the event? For example, will there be some prior reading to do, or will the externs be expected to draft lists of questions to ask and observations to record?

★Will the members of an externship team be given specific responsibilities, such as taking notes, gathering materials, or preparing reports for the team?

Refer to Appendix C, p 46, for information and materials on the roles and responsibilities of externs distributed to educators participating in the Springfield-Clark School-to-Work externships in June 1998.

Determine the Hosts' Roles & Responsibilities

★A primary contact person, the worksite representative, must be identified. Typically, this individual arranges the itinerary. This would consist of an introductory tour of the facility and opportunities for the externs to talk with employees and key executives.

★An introduction to the worksite that includes its mission and structure, history and philosophy, and maps to the location. The worksite representative also provides information about parking arrangements, safety details, and any special clothing for the visit.

★Sharing of documents or materials the externs may wish to see to assess ways in which mathematics, science, communication, technology, and the "soft skills" are necessary for successful employment are most helpful.

★Interested key officials who understand the value of contributing to School-to-Work initiatives in their communities and appreciate the opportunity to be involved are essential for meaningful externships.

Prepare the Agenda

Now that the externs have been selected or recruited and the objectives are in place, the agenda is structured to achieve the outcomes anticipated by the participants. It is important that this be done prior to contacting potential worksites. The worksite hosts will expect you to have a clear description of their role in the process.

Here are some questions to consider as you build your agenda:

★ How many externs will visit each site?

> The Institute's worksite hosts expressed a preference for the number of externs they would be assigned. This varied according to the size and mission of the organization. Prior experience in working with students and teachers also appeared to influence the number of externs they believed they could host for a full day's visit.
>
> A few of the hosts also stated their preference for externs with specific roles in education, such as administrators, English teachers, and science teachers.

★ How will these "teams" be organized? Will the teams represent those with similar roles in the schools, such as groups of counselors, administrators, or elementary teachers? Will the teams consist of externs with different roles in the schools?

★ When and for how long should the externships be scheduled?

> Leadership Institute fellows and team members were onsite from approximately 9 a.m. to 4 p.m. on the second day of the Institute. Prospective hosts were asked to provide the specific hours most convenient for their organizations. This did vary depending on their mission and the availability of key personnel to meet with the externs.

★ How will transportation be provided to and from the worksite? What is the travel time; does it conflict with other events on your schedule?

★ Will the externs have lunch at the worksite? Who provides for this?

★ How will security identifications, safety issues, and suggested attire for the visit be communicated to the externs?

The Agenda Outline for the Leadership Institute externships is contained in Appendix D on p 51. The worksite representatives appreciated the guidance the proposed agenda offered, and most organizations planned the day around the suggested time frame and order of events.

Create a List of Potential Worksites

Do you intend to consider only those worksites already involved in School-to-Work activities? There may be others with experience in similar school "partnerships," such as "adopt a class" activities or Tech Prep. If the interest is there, the organization may welcome your invitation to be included in your School-to-Work initiative.

> The Leadership Institute team actually preferred to have a "mix" of organizations involved as hosts. For example, several had been recognized for their contributions to Ohio's School-to-Work System. Other hosts had considerable experience in working with teachers and students, but were never formally involved in a STW activity.

Potential externship sites can be selected from a number of sources:

★Advisory committees.

★Professional associations.

★Trade organizations.

★Chambers of Commerce

★School personnel, who include counselors, job placement coordinators, School-to-Work coordinators, vocational teachers, applied academic teachers, school board members, and administrators.

> A number of the sites were recommended to the Leadership Institute team by Wright State's Career Planning and Placement Office and by Ohio's School-to-Work Region 4 Coordinator.

Contact the Worksite Hosts

Here is where you need to know your School-to-Work!

Know *how* and *what* you are going to ask the host to do. Rehearse, as needed, to be sure you have all the facts in order and can express what you are asking them to do in a clear, well-organized fashion.

★Be prepared to send follow-up correspondence to confirm the site, to relate more about your plans, to further introduce the prospective host to School-to-Work concepts, and your organization's mission.

★Initially, you need to know if the organization is interested. You also should come away with the name of the worksite representative, or the individual to be in contact with for future conversations. Often a CEO may refer you to another individual to fulfill this role for the organization.

Prior to making that first telephone call, the Leadership Institute team organizing the worksite externships developed a fact sheet of information about School-to-Work that they discussed to clarify their own expertise on the subject.

Forms prepared to assist the Leadership Institute team contacting prospective worksite hosts are in Appendix E, p 53.

An Externship Site Checklist identifying the details of the visit is found in Appendix F on p 55.

An example of the confirmation letter sent to worksite representatives is in Appendix G, p 56.

Consider an Event for the Hosts

An information session inviting the hosts to join you for a breakfast or luncheon just prior to the visit serves as an effective way to answer last-minute questions, clarify School-to-Work concepts, and recognize the host's interest and support.

★Plan on presenting a brief review of the overall agenda for the externship.

★Distribute packets with informative materials that include:

The names of their externs and the schools or organizations they represent.

A list of the site hosts and the representatives in attendance.

A list of the team members involved in organizing the externships.

A copy of the externship agenda that has been adapted to the expectations of their particular site.

Additional facts about School-to-Work.

A breakfast was held for the Leadership Institute site hosts just one week prior to the date of the externships. Worksite representatives were initially contacted by telephone. A written invitation was then sent to the representative and other key employees with the organization.

University administrators were present at the Breakfast to welcome the worksite representatives. The agenda included a time to share information about the externs with their worksite hosts and offered the opportunity to clarify last-minute details.

SCANS competencies and their correlation with STW were emphasized. The SCANS log prepared for onsite use by the externs was introduced to the hosts so they could see for themselves what the externs would be most interested in observing and learning during the visit.

The Leadership Institute Breakfast Meeting agenda is in Appendix H, p 57.

Introduce the Sites to Your Externs

Successful externship visits begin with well-organized orientation sessions for the externs.

★Once again, present and discuss the purpose of the externships and the desired outcomes.

★Emphasize and remind the externs of the educator's role in STW.

★Review how and why the sites were selected.

★Discuss the site assignments and how they correlate with each extern's preference.

★Review the overall agenda for the worksite experience.

★Discuss transportation and parking arrangements. Distribute maps and other directions that may be helpful.

★Mention any special clothing or attire that should be worn; comfortable shoes are always advised.

★Distribute packets with site-specific information for each extern pertaining to the following:

The organization and name of the worksite representative,

Telephone numbers and addresses,

Maps or special directions; parking arrangements,

An overview of the organization—its mission, structure, products and services.

The agenda for their visit to that specific organization, and

Information pertaining to any special identification, security or safety considerations, and preferred attire.

★How to prepare for the visit

Provide guidance in asking the externs to compile a list of questions to ask during the visit. Allow the externs some time to develop this list either individually or as a group.

Prepare the externs for the debriefing session. They need to know in advance how they will be contributing to the agenda by sharing their observations and impressions.

★Provide observation logs or survey forms for the externs to record their observations and impressions.

Prior to the onsite visits, Leadership Institute participants received a SCANS log to guide them through their forthcoming observation and learning experience.

A checklist of worksite information for the externs is in Appendix I, p 58. Folders were prepared to contain these materials.

The SCANS log is contained in Appendix J, p 59.

An externship experience log and a skills identification worksheet are in Appendix K, p 72. These materials were used in the week-long externship provided for Springfield and Clark County educators in June 1998.

Organize the Debriefing Session

The purpose of the follow up or debriefing session is to provide another opportunity for the reflection and sharing of onsite observations and impressions. It is suggested that minutes be recorded for a summary of conclusions to be distributed to the participants and selected site hosts. The minutes will also serve as a resource for implementing improvements in plans for organizing future worksite externships.

Discussion should focus on the following themes:

★ The most important things learned about the skills required to succeed in various industries and careers.

★ The most important skills, knowledge, and dispositions stressed by the employers.

★ The most important things learned about the correlation between classroom learning and worksite performance.

★ How the externs plan to translate the experience into changes in the classroom (learning environment) that reflect real-life situations in the workplace.

★ How overall outcomes compare with the externs' original expectations or objectives for participating in the experience.

An example of the Leadership Institute's externship debriefing report is in Appendix L on p 74.

Evaluate the Worksite externships

Shortly after the visit, send evaluation forms to the externs and the worksite hosts to solicit feedback about the externship. Information provided may then be compiled in a written summary for those team members responsible for organizing the event. The summary will serve as a resource for planning and improving future externships for educators.

Evaluation forms are provided in Appendix M on p 76.

Acknowledge Your Worksite Hosts

Take the time to promptly thank your worksite representatives for their support and collaboration in this important School-to-Work initiative.

Send letters of appreciation to your contacts at the worksite, as well as other key executives associated with the organization. As one more way of thanking your hosts, framed certificates of appreciation or plaques may be prepared to accompany the letters.

> The Leadership Institute externs were also encouraged to write thank you letters to their onsite hosts. Several worksite representatives commented on receiving this extra word of appreciation for their contribution to School-to-Work.

An example of a letter of appreciation addressed to the worksite hosts is in Appendix N on p 78.

A School-to-Work Bibliography

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School-To-Work Internet Resources

★ Federal and State Resources

- ERIC/ACVE Clearinghouse: http://ericacve.org/
- FedWorld Information Network: http://www.fedworld.gov/
- FedLaw: http://www.legal.gsa.gov/
- Florida STW Information Navigator:
  http://pegasus.cc.ucf.edu~sorg/vocation.html
- Indiana Career & Postsecondary Advancement Center
  http://icpac.indiana.edu/
- Library of Congress: http://marvel.loc.gov/homepage/lchp.html
- National Center for Educational Statistics: http://nces.ed.gov/
- Nebraska School-to-Career Opportunities:
  http://stc.ded.state.ne.us/index.html
- Office of Vocational & Adult Education: http://www.ed.gov/offices/ovae/
- Ohio School-To-Work System: http://www.ohio-stw.com/
- The Texas Toolbox: http://www.nhmccd.edu/contracts/toolbox/
- U. S. Department of Education: http://www.ed.gov/
- U. S. Department of Education STW Learning & Information Center:
  http://www.stw.ed.gov/
- U. S. Department of Labor Training & Technology Resource Center
  http://www.ttrc.doleta.gov/

★ School-To-Work Resource Centers

- American Alliance of Business: http://nab.com/
- Association of Career & Technical Education: http://www.avaonline.org/
- Center on Education & Work: http://www.cew.wisc.edu/
- Center for Occupational Research & Development: http://www.cord.org/
- Cornell Youth & Work Program:
  http://www.human.cornell.edu/youthwork/
- Curriculum Publications Clearinghouse:
  http://www.wiu.edu/users/micpc/index.html#Facilities
- National Business Employment Weekly: http://www.nbew.com/
- National Center on Research & the Economy: http://www.ncee.org/
- NCRVE-National Center for Research in Vocational Education:
  http://vocserve.berkeley.edu/
- National Employer Leadership Council: http: www.nelc.org/
- National Skills Standards Board: http://www.nssb.org/
- NWREL - Northwest Regional Educational Laboratory
  http://www.nwrel.org/edwork/
- Peterson's Education Center: http://www.petersons.com/
- SkillsNET: http://www.skillsnet.org/
- SCANS/2000: http://www.scans/jhu.edu/

Ohio School-to-Work Leadership Institute

July 14–16, 1997
Wright State University
Dayton, Ohio

State University Education Deans (SUED) School-to-Work Systems Integration Coalition

Lead Institutions and Principal Investigators:

Preservice Teacher Education Framework
Robert G. Berns, Bowling Green State University

Leadership Institute Development and Implementation
Donna S. Courtney, Wright State University

Professional Development Analysis
Lawrence Johnson and Marie Haney, University of Cincinnati

Workforce Development Clearinghouse
Susan Imel, The Ohio State University

Coalition Management:

Nancy L. Zimpher, Susan K. Sears, and Sandra G. Pritz,
The Ohio State University

A collaborative School-to-Work effort of the State University Education Deans, the Ohio Board of Regents, and the Ohio Department of Education.

Leadership Institute Development and Implementation

The goals of the team were met through planned events and strategies. Work team members from The Ohio State University, Wright State University, University of Cincinnati, Kent State University, Youngstown State University, Butler County JVS and Region 4's School-to-Work Coordinator met monthly from December, 1996 through July, 1997. These work team members have reached an agreement and shared vision for the concepts of work and its value.

The Prototype Leadership Institute was held on July 14-16, 1997, at Wright State University. The School-to-Work Regional Coordinators, Regional Professional Development Center Directors, and Career Development Coordinators, from the twelve regions in Ohio, nominated individuals from their region to participate in the Institute. The final composition of Institute fellows was one counselor, two Career Development Coordinators, five administrators, four K-12 teachers, three Higher Education teachers, ten business professionals, and two School-to-Work Coordinators for a total of 27 fellows from all across Ohio.

A full-day externship was conducted for the fellows and work team members on the second day of the Institute. Externship sites included city government, communication industry, health services, human services, engineering and industrial production, and business and management. The externship experience for the fellows included a preparation period on the first day of the Institute and a debriefing session on the evening of the externship. The externship site hosts were invited to Wright State University one week before the Institute to meet each other and the work team and to prepare for the expected outcomes of the externship experience. During the preparation time, the fellows and externship site hosts were provided with the SCANS and discussion followed about items to observe and questions to ask/answer during the externship. The externships provided the fellows with first-hand information about the skills needed by students to be successful beyond school. The fellows realized the need to keep abreast of the changes occurring in the workplace, through externships, and the need to translate that experience to the classroom so students and workplace can benefit.

Linkage with existing institutes and academies took place during the third day of the Institute. The fellows met with representatives to begin planning ways to infuse school-to-work in existing leadership institutes by writing articles for publication, making presentations, and preparing exhibits. Existing leadership institutes were contacted to inform them of the existence of a cadre of leaders in school-to-work and were offered the names and address of the fellows as contacts for infusing school-to-work into their framework. The knowledge and contacts gained at the Institute empowered the fellows as leaders to help infuse this information within their regions and respective fields.

Presenters from area schools came to share successful school-to-work projects and activities in which they are involved with the fellows of the Institute. A technology session was conducted to apprise fellows of the various resources available for labor market information.

J. D. Hoye, from the National School-to-Work Office, prepared a specialized video that was shown at various times during the three day Institute. J. D. Hoye spoke on the following topics: What is school-to-work and why do we want it, Who is involved in school-to-work and what is in it for each stakeholder, Where does school-to-work take place, When does school-to-work take place, What specific leadership is needed, and How we can address and overcome opposition. The fellows also heard from Dr. Stephen Hamilton, Director, Cornell University Youth and Work Program, about opening career paths for youth. An exciting and energizing session about how to be a leader was conducted by Fran Kick. He brought out the importance of being a listener, being able to work in a team, and being willing to take risks.

A comprehensive evaluation of the Institute was conducted by the University of Cincinnati. The evaluation showed there is a need to educate teachers, administrators, businesses, parents, and students in the areas of what is school-to-work and how it benefits everyone involved. Comments from the externship section indicated many of the fellows were going to develop contacts with businesses and/or teachers in order to provide externship experiences for teachers to translate to the classroom, and for students to experience the workplace. Results on the technology session indicated the fellows found the resources to be valuable information for school-to-work.

The strategies and approaches used included involvement of the School-to-Work partners in the development of the Institute. School-to-Work Coordinators, Regional Professional Development Center Directors, and Career Development Coordinators were asked to nominate individuals to attend the Institute. The business/industry community was involved in the Institute through the externship experience. A joint meeting of all the School-to-Work Systems Integration SUED projects was held on June 6, 1997. A representative from each of the projects gave a project update presentation at the Institute.

Appendix B: Worksite Preferences Form

EXTERNSHIP SITE PREFERENCES

Please indicate the type of site you would prefer to visit for the externship on July 15. Although the career clusters are broadly defined, your top three choices will be of assistance in arranging your visit to a particular organization.

NAME: _____ REGION: _____

CAREER CLUSTER	PREFERENCE (CHOICES 1, 2, 3)
Communications Radio, television, journalism, advertising, public relations.	_____
Business & Management Banking, insurance, computer/information systems, marketing, sales, finance, hospitality and tourism, administrative support functions.	_____
Health Services Medicine, therapy and rehabilitation, nursing, nutrition.	_____
Human Services Social services, public administration, education.	_____
Engineering & Industrial Production Software design and programming, drafting, tool and die, mechanics and repair, transportation, construction, engineering and related technologies.	_____
Agriculture & Environmental Science Agriculture and related occupations, horticulture, forestry, wildlife management, environmental studies.	_____

Appendix B: Career Clusters or Categories

SCHOOL-TO-WORK RESOURCE GUIDE CATEGORIES

CAREER CLUSTER

"Career Cluster" — Groupings of occupations from one or more industries that share common skill requirements. Career clusters provide a means of organizing the thousands of career choices for implementation in the school curriculum. Learners may be introduced to careers by cluster in the elementary grades, explore careers by clusters in the middle grades, and learn job skills by clusters and by specific occupation in high school and beyond.

The six broad career focused pathways identified by Ohio School-To-Work initiatives and in the proposed Standards for Ohio Schools include the following:

1. Environmental and Agriculture: programs of study related to the environment and agriculture. Examples: horticulture, animal care, agricultural engineering, natural resources, etc.

2. Arts and Communications: programs of study related to humanities and performing visual and media arts. Examples: telecommunications, radio, television, printing and publishing, advertising, etc.

3. Business and Management: programs of study related to business environment. Examples: banking and finance, accounting, hospitality services, distribution and warehousing, retail management, etc.

4. Industrial and Engineering Systems: programs of study related to the technologies necessary to design, develop, install, or maintain physical systems. Examples: construction operations, transportation, manufacturing and operations, energy distribution, engineering technology, etc.

5. Health Services: programs of study related to the promotion of health as well as the treatment of injuries, conditions, and disease. Examples: health and wellness, dental, medical, nursing, fitness trainer, etc.

6. Human Services: programs of study related to personal and social services which promote the well being of individuals and families in the community and workplace. Examples: human resources, social services, education and training, legal services, protective services, community services, etc.

Appendix C: *So What Should I be Doing*

Clark County School-to-Work Summer Externships for Educators

1998 SUMMER EXTERNSHIPS

SO WHAT SHOULD I BE DOING AS AN EXTERN?

Learn about the company

What does it do?
How and when did it get started?
Who are the customers?
Where In the community are examples of the work they do?

Learn about the workers

What do they do?
What kind of training have they received?
What are the benefits of their work?
How did they get their start with the company?
What is the relationship between their job and others in the organization?

Gathering information

Copies of forms (shipping and receiving, Invoices, work orders, etc.)
Interviews (workers, managers, supervisors, directors, etc.)
Photographs (layout, equipment, people on-task, etc.)

Translating to school practices

Mimic the work process
Processing orders
Description of job process
Compare and contrast organizations
Problem-solving, role-playing events

A SPRINGFIELD-CLARK COUNTY SCHOOL-TO-WORK INITIATIVE

Appendix C: Questions to Ask During Company Tours

Although the following School-to-Work activity was originally designed for students it could be adapted and effectively used to prepare educators for their externships.

Questions to Ask During Company Tours

An important element of a field visit to an occupational setting is that students observe more than work roles. For a field trip to totally encompass career education goals, students must observe and question all phases of the career development process. Questions that students might consider during the field trip are listed below:

Self-Concept

- Would I like to perform this work role?
- Do I have the talent/ability to do this job?
- Would I enjoy doing this work for a long time?
- Would this job help me to choose the life style I most desire?
- Is there an opportunity for me to advance or learn new skills in this work role?
- Would I be proud to be part of this profession?

Interpersonal Skills

- Does this job allow or require its workers to work cooperatively?
- Does this job depend on pleasant and understanding relationships with others?
- Does this job require interaction with people or with ideas?
- Do I enjoy working on group projects?
- Do I usually get along with other people?
- Do I think of myself as a leader or a follower?

Decision Making

- Does this job require independent decision-making?
- Would I like to be an employer or an employee in this work situation?
- Do I find decision making difficult?
- Once I have made a decision, can I follow through?
- Does this job require decisions that directly affect other people's lives?
- Am I an independent thinker or do I like to be told what to do?

Dignity of Work

- Do people consider this job to be essential and necessary in the community?
- Do people admire someone who performs this work role?
- Are men and women equally represented in this job?
- Does this job produce or perform a service that people need or want?

Occupational Information

- What academic skills are necessary for this job?
- What kind of training/education is required to perform this work role?
- Are there certain levels of skills necessary in this job?
- Can I see the connection between this job and what I am learning in school?

Economic Awareness

- Does this job satisfy people's needs and wants?
- Will I make enough money to live comfortably if I decide to do this type of work?
- Does this work allow me to have time for leisure activities?
- Is this a paid job or one which is volunteer oriented?
- Will this job be eliminated in the next decade, century, etc.?
- Will I need to be continually learning new things if I chose this work role?

After the field trip the teacher should engage the students in an evaluation of the trip's worth. A primary consideration is whether the original objectives for the trip were realized. Students should have the opportunity to record their trip "memories." Panel discussions, bulletin boards, notebooks, logs, photo documentaries, dioramas, puppetry, murals, slide tapes and general debriefing sessions are all means of evaluating the field trip experience.

Relevance to Students' Curriculum

Important to all career education efforts is the credibility that comes from having someone from the working world bring their expertise and experience to the minds of students. It is important even at the early primary level to help students see the connection between what one does at work and what they do in school.

This connection may be in a particular subject area. An example could be mathematics. Cashiers and accountants need to use math in their jobs just as one needs to learn the same skills in school.

The connection may be in an attitude toward work. Students need to recognize work as a meaningful experience that benefits society. All work has dignity and the person doing his/her job successfully makes for a better society as well as a more satisfied individual.

The connection may be in a work skill such as punctuality. Students need to understand that the reason assignments have to be done at specific times is to teach them the importance of a contract or attaining a goal. The key is to help students see that what they are learning now in school will be of use to them later on in life.

Appendix C: Comparing Internships and Externships

COMPARING INTERNSHIPS AND EXTERNSHIPS

Internship	Externship
➢ Intern is a novice	➢ Extern is a professional
➢ Focus upon a single job	➢ Focus on entire company
➢ Purpose is to train an individual	➢ Purpose is to transfer information from work to school
➢ Intern develops sense of the details of the particular job	➢ Extern develops sense of the scope of the company and the work it performs
➢ Intern goes and does as directed shadowing	➢ Curricular and/or guidance materials viewed as a necessary final product
➢ Experiences are reactive	➢ Experiences are proactive—the activities are planned and deliberate
➢ Emphasis upon "the experience"	➢ Emphasis upon gathering information
➢ Activities relatively restricted within the facilities	➢ Activities permit general access to company facilities and personnel
➢ Host company derives slight benefits	➢ Host company realizes substantial benefits through strengthened relationships between the company and the school program
	➢ Goal is strengthen connections between school and work

A SPRINGFIELD- CLARK COUNTY
SCHOOL-TO-WORK INITIATIVE

Appendix D: Agenda Outline for Worksite Externship Visits

Proposed Externship Agenda
July 15, 1997

9:00 a.m. to 4:00 p.m.

I. **Meeting with Key Executives (one-three)**

A. Introduction to the organization.
B. Structure.
C. Scope of its mission.
D. Current labor force needs; future projections.
   1. Numbers of employees.
   2. Skills, knowledge desired.
E. Training provided by the organization.
   1. New entries.
   2. Career advancement/development.
F. Experience with externships, internships, co-op programs; other "connecting activities."

II. **Tour of the Facility**

III. **Interviews with Supervisors**

A. Academic skills and personal qualities needed for successful entry-level performance and advancement.
B. Experience and observations gained from working with externs, interns, or co-op students; value of the experience to the student and to the organization.

IV. **Opportunities to Observe and Talk with Employees**

A. Observe the actual hands-on work process.
B. Note the academic skills that transfer to the work observed.

C. Discuss with the employee those skills and qualities they most value on the job; how their school-based learning prepared them for entry into the world of work.

V. **Lunch with Personnel from the Organization** (or on their own)

VI. **Interviews with Externs, Interns, and/or Co-op Students**

A. Value of the experience to the student.
B. Transfer and application of school-based learning to the worksite.
C. How the classroom can provide more opportunities for career exploration and career preparation.

VII. **Exit Interview with Key Executives**

A. Team shares observations on the academic skills and personal qualities needed for successful job performance and advancement with the organization.

B. Executive shares impressions and ideas on how the curriculum in Ohio's schools can relate to and link with business and industry to help all students attain high academic and occupational standards.

C. Executive shares impressions and ideas on how teachers, counselors, and administrators in Ohio's schools can work with business and industry to enhance the future success and productivity of Ohio's workforce.

Appendix E: Worksite Contact Form

LEADERSHIP INSTITUTE EXTERNSHIPS
WORKSITE CONTACTS

ORGANIZATION	CONFIRMED NO. OF EXTERNS	EXTERNS ASSIGNED

Appendix E: Worksite (Host) Confirmation Form

Organization	Projected No. of Externs	Confirmed No. of Externs	Site Preferences: Externs' Roles in the Schools

Leadership Institute
Externship Site Checklist

Organization:

Contact (and Contact Person for Externship):

Address:

Telephone/FAX/E-mail:

Dates Contacted:

Number of Externs:

Follow-up Details	Comments
Letter sent with packet on STW	
Site agenda (modifications)	New agenda to be prepared for the site and the externs.
Arrangements for lunch	
Info. about organization for externship packet	
Parking arrangements	
Safety/Security Considerations	
Attire for the visit	Ex.: Suit/Sports Jacket/Shirt & Slacks/Jeans
Map to site	
Other details	

Externs Assigned to the Site:

Appendix G: Worksite Confirmation Letter

Dear

It was a pleasure to talk with you this morning about the School-To-Work Leadership Institute that is being hosted by Wright State University from July 14–16, 1997. Enclosed is an overview of Ohio's School-To-Work System.

Participants attending the July 14–16 Leadership Institute are to be nominated by Coordinators from the 12 economic regions in Ohio and will include teachers, administrators, counselors, and individuals from business and industry—all with an interest in the preparation of Ohio's graduates and the future of our workforce.

The purpose and desired outcome of the July 15 externship for these participants is to promote change at the local level in improving linkages between the classroom and worksite and, in essence, between academics and "the world of work." You are surely well versed in how such activities can be initiated, and their importance in providing career training for young adults.

Your interest in providing this experience for four to six participants is truly appreciated. Again, the agenda for the July 15 externship is just a guideline, and both the hours and the activities may be designed to accommodate the site hosting the event.

Early next month I will be in touch with you regarding the day's agenda and any other details we should provide in advance to the participants. In the interim, please let me know if additional information would be helpful to you.

Sincerely yours,

Ms. Valerie W. Doll, Teacher-Educator
Department of Educational Leadership
College of Education and Human Services
Telephone: (937) 775-3584

Enclosures

Breakfast Meeting

STW Leadership Institute Externships

July 8, 1997

Agenda

8:00-8:30 Individual Greetings/Breakfast

8:25 **Welcome**

Dr. Gregory R. Bernhardt, Dean
College of Education & Human Services, Wright State University

8:30 **Ohio's School-to-Work System**

STW Leadership Institute - July 14–16

Dr. Donna S. Courtney, Principal Investigator
Department of Educational Leadership
College of Education & Human Services, Wright State University

8:45 **SCANS Report - STW Implications**

Ms. Sandra Pritz, Project Manager, STW Integration Project
Center on Education & Training for Employment
The Ohio State University

9:00 **Externship Objectives & Outcomes - July 15**

Ms. Charlotte R. Coomer, Liaison, Ohio Department of Education, STW Integration Project
Division of Vocational and Adult Education

Handouts:

- Program
- SUED Trifold
- OH STW Brochure
- SCANS Info./Checklist
- List of Site Hosts/Representatives in Attendance
- List of Leadership Team Members
- Full Leadership Institute Agenda (July 14-16)
- Externship Assignments

Appendix I: Checklist of Worksite Information for the Externs

Leadership Institute
Externship Sites

Items for the Externs' Packets

Organization	Contact Person(s)	Agenda for the Visit	Maps and Parking	Information About the Organization

Appendix J: SCANS Onsite Log

Adapted from the SCANS Report, *What Work Requires of Schools—A SCANS Report for America 2000*, by Sandra G. Pritz.

Description of General Competencies

Information Processing

- Identifies the purpose for information search and develops an effective plan for the collection of relevant information using appropriate resources
- Locates, selects, and evaluates information in an organized manner in order to create clear and concise oral, visual, or written communication

Computer Usage

- Demonstrates proficiency in the use of computer technology by selecting appropriate programs to fit the needs of the desired outcome
- Operates, manipulates and integrates word processing, graphics, spreadsheet and data base software programs for written communication and graphic representation

Technology usage

- Selects, sets up, and uses a variety of technological tools
- Identifies and analyzes situations to circumvent, troubleshoot, and solve problems in the respective technologies used

Resourcing

- Plans and utilizes time, money, materials, facilities, and human resources
- Selects appropriate human and material resources
- Allocates human and material resources

Oral Communication

- Organizes ideas and communicates with clarity oral messages matched to the audience and situation
- Demonstrates listening with congruent feedback to verbal and non verbal messages

Written Communications

- Employs the writing process to produce effective written communication for an intended audience
- Composes, creates, and records information completely and accurately to communicate thoughts, information and messages

Reading

- Interprets the meaning of written communication
- Identifies and explains the main idea and relevant details, ascertains the meaning of unknown vocabulary
- Judges the accuracy, appropriateness, and plausibility of written communication

Mathematics Usage

- Approaches practical problems by choosing appropriately from a variety of mathematical techniques and uses data to construct logical explanations for real world situations
- Expresses mathematical concepts orally and in writing and understands the role of chance in the occurrence and prediction of events

Systems Usage

- Explains how current social, organizational, and technological systems work and operates effectively within them
- Explains how a system's structures relate to goals; responds to the demands of the system, and functions within the formal and informal social and organizational systems

Description of General Competencies

Leadership

- Demonstrates competencies in leadership through the organization and coordination of group and individual tasks
- Applies effective communication and listening skills to persuade and motivate others in order to accomplish goals
- Demonstrates a sensitivity toward individual ideas and beliefs and will generate credibility through competence and integrity

Group Dynamics

- Organizes tasks and assumes different responsibilities as a contributing group member
- Through positive interaction with respect for group diversity, negotiates, compromises, and reaches consensus when working toward a common goal
- Emphasizes process rather than product

Problem Solving

- Recognizes and defines the problem, generates alternative solutions, chooses the best alternative, and implements a plan of action
- Considers the consequences of these actions and makes informed decisions

Responsibility

- Initiates and/or completes tasks consistently; and exhibits regular and timely attendance and is prepared to work and learn
- Demonstrates a high level of effort and perseverance towards reaching goals
- Takes care of materials and equipment, respects the property of others and completes tasks on time

Self-Confidence

- Believes in own self worth and maintains a positive view of self
- Demonstrates knowledge of own personal strengths and limitations, displays initiative, is aware of impact on others, and responds to constructive criticism

Self-Management

- Sets realistic goals, organizes resources, prioritizes tasks, and monitors own progress
- Evaluates information and motivates self in assessing progress toward completion of goals

Sociability

- Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and on-going group settings, and responds as the situation requires
- Cooperates as a team member, negotiates to arrive at a decision, demonstrates positive ways of solving conflicts, and relates to diverse groups

Integrity

- Consistently chooses an ethical course of action and displays a pattern of trustworthy behavior
- Respects the rights and property of others; accepts responsibility for own actions; and understands the impact of abiding by or breaking the rules and regulations

Personal Identification

- Demonstrates the ability to produce a personal portfolio of major achievements and accomplishments and has successfully produced an resume for employment purposes

Information Processing

Competency Description:

- **Identifies the purpose for information search and develops and effective plan for the collection of relevant information using appropriate resources**
- **Locates, selects, and evaluates information in an organized manner in order to create clear and concise oral, visual, or written communication**

How Observed in Externship	Potential Link to My Leadership Role

Computer Usage

Competency Description:

- **Demonstrates proficiency in the use of computer technology by selecting appropriate programs to fit the needs of the desired outcome**
- **Operates, manipulates and integrates word processing, graphics, spreadsheet and data base software programs for written communication and graphic representation**

How Observed in Externship	Potential Link to My Leadership Role

Technology Usage

Competency Description:

- **Selects, sets up, and uses a variety of technological tools**
- **Identifies and analyzes situations to circumvent, troubleshoot, and solve problems in the respective technologies used**

How Observed in Externship	Potential Link to My Leadership Role

Resourcing

Competency Description:

- **Plans and utilizes time, money, material, facilities, and human resources**
- **Selects appropriate human and material resources**
- **Allocates human and material resources**

How Observed in Externship	Potential Link to My Leadership Role

Oral Communication

Competency Description:

- **Organizes ideas and communicates with clarity oral messages matched to the audience and situation**
- **Demonstrates listening with congruent feedback to verbal and non verbal messages**

How Observed in Externship	Potential Link to My Leadership Role

Written Communication

Competency Description:

- **Employs the writing process to produce effective written communication for an intended audience**
- **Composes, creates, and records information completely and accurately to communicate thoughts, information and messages**

How Observed in Externship	Potential Link to My Leadership Role

Reading

Competency Description:

- **Interprets the meaning of written communication**
- **Identifies and explains the main idea and relevant details, ascertains the meaning of unknown vocabulary**
- **Judges the accuracy, appropriateness, and plausibility of written communication**

How Observed in Externship	Potential Link to My Leadership Role

Mathematics Usage

Competency Description:

- **Approaches practical problems by choosing appropriately from a variety of mathematical techniques and uses data to construct logical explanations for real world situations**
- **Expresses mathematical concepts orally and in writing and understands the role of chance in the occurrence and prediction of events**

How Observed in Externship	Potential Link to My Leadership Role

77

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Systems Usage

Competency Description:

- **Explains how current social, organizational, and technological systems work and operates effectively within them**
- **Explains how a system's structures relate to goals; responds to the demands of the system/organization; locates appropriate resources and where to get resources; and functions within the formal and informal codes of social/organizational system**

How Observed in Externship	Potential Link to My Leadership Role

Leadership

Competency Description:

- **Demonstrates competencies in leadership through the organization and coordination of group and individual tasks**
- **Applies effective communication and listening skills to persuade and motivate others in order to accomplish goals**
- **Demonstrates a sensitivity toward individual ideas and beliefs and will generate credibility through competence and integrity**

How Observed in Externship	Potential Link to My Leadership Role

Group Dynamics

Competency Description:

- **Organizes tasks and assumes different responsibilities as a contributing group member**
- **Through positive interaction with respect for group diversity, negotiates, compromises, and reaches consensus when working toward a common goal**
- **Emphasizes process rather than product**

How Observed in Externship	Potential Link to My Leadership Role

Problem Solving

Competency Description:

- **Recognizes and defines the problem, generates alternative solutions, chooses the best alternative, and devises and implements a plan of action**
- **Considers the consequences of these actions and makes informed decisions**

How Observed in Externship	Potential Link to My Leadership Role

Responsibility

Competency Description:

- **Initiates and/or completes tasks consistently; and exhibits regular and timely attendance and is prepared to work and learn**
- **Demonstrates a high level of effort and perseverance towards reaching goals**
- **Takes care of materials and equipment, respects the property of others and completes tasks on time**

How Observed in Externship	Potential Link to My Leadership Role

Self-Confidence

Competency Description:

- **Believes in own self worth and maintains a positive view of self**
- **Demonstrates knowledge of own personal strengths and limitations, displays initiative, is aware of impact on others, and responds to constructive criticism**

How Observed in Externship	Potential Link to My Leadership Role

Self-Management

Competency Description:

- **Sets realistic goals, organizes resources, prioritizes tasks, and monitors own progress**
- **Evaluates information and motivates self in assessing progress toward completion of goals**

How Observed in Externship	Potential Link to My Leadership Role

Sociability

Competency Description:

- **Demonstrates understanding, friendliness, adaptability, empathy and politeness in new and on-going group settings, and responds as the situation requires**
- **Cooperates as a team member and negotiates to arrive at a decision, demonstrates positive ways of solving conflicts, and relates to diverse groups**

How Observed in Externship	Potential Link to My Leadership Role

85

86

Integrity

Competency Description:

- **Consistently chooses an ethical course of action and displays a pattern of trustworthy behavior**
- **Respects the rights and property of others; accepts responsibility for own actions; and understands the impact of abiding by or breaking the rules and regulations**

How Observed in Externship	Potential Link to My Leadership Role

Personal Identification

Competency Description:

- **Demonstrates the ability to produce a personal portfolio of major achievements and accomplishments and has successfully produced a resume of employment purposes**

How Observed in Externship	Potential Link to My Leadership Role

Appendix K: Externship Experience Log

SPRINGFIELD CLARK SCHOOLS
SCHOOL-TO-WORK
SUMMER EXTERNSHIPS FOR EDUCATORS

1998 SUMMER EXTERNSHIP EXPERIENCE LOG

Name _____

Externship Location _____

Overall description of experiences during my visit:

Individuals I visited:

NAME	TITLE	RESPONSIBILITIES	TASKS

Skills from workplace that could translate to school experience:

Appendix K: Skills Identification Worksheet

Applied Workplace Skills Identification Project

Designed to assist you in identifying Applied Academics in the workforce.

COMPANY: _____ **SUBMITTED BY:** _____

JOB TITLE: _____ **DEPARTMENT NAME:** _____

Instructions: For the selected job title, list the communication, math, science, SCANS, and technical skills that are used on that job.

Communication _____ _____ _____		**Math** _____ _____ _____
	Science _____ _____ _____	
SCANS (See Handout) _____ _____ _____		**Technical** (Job Specific) _____ _____ _____

Connections Worksheet
Clark-County 1998 Summer Externship

Appendix L: Externship Debriefing Team Report

EXTERNSHIP DEBRIEFING TEAM REPORT

REGION: _____

TEAM MEMBERS:

_____

_____

_____

_____

EXTERNSHIP SITES:

_____

_____

_____

_____

The combination of work-based and school-based learning, linking academic and career instruction, provides learners (students) with structured pathways from school-to-work and can be a strong foundation on which to build a school-to-work opportunities system.

_____

REFLECTION

- What are the three most important things you learned about the skills required to succeed in various industries and careers?

1.

2.

3.

- What are the three most important things you learned about the correlation between classroom learning (the learning environment) and worksite performance?

  1.

  2.

  3.

Action

- How do you plan to translate your externship experiences into changes in the classroom (learning environment) that reflect real-life situations in the workplace?

  1.

  2.

  3.

Appendix M: Team Member Externship Evaluation Form

Team Member Evaluation Form
Leadership Institute Externship Program

Now that you have completed your externship, let us know what you thought about your worksite visit. Respond to each statement below by circling (1) if you strongly agree, (2) if you agree, (3) if you are neutral, (4) if you do not agree, and (5) if you strongly disagree. Your comments are appreciated and will be of value in planning future externship visits.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I observed how academic skills are used at worksites.	1	2	3	4	5
2. I learned about the skills and knowledge an employer expects of an employee	1	2	3	4	5
3. I believe I was able to attain my desired outcomes for the visit.	1	2	3	4	5
4. I received adequate information to prepare me for the visit.	1	2	3	4	5
5. I would recommend the externship experience to others.	1	2	3	4	5

6. What suggestions do you have for modifying the worksite externship program—before, during, and after the worksite visit?

Appendix M: Worksite Externship Evaluation Form

Worksite Evaluation Form
Leadership Institute Externship Program

Thank you for serving as a worksite for the Leadership Institute externs. Please let us know what you thought about the July 15 visit. Respond to each statement below by circling (1) if you strongly agree, (2) if you agree, (3) if you are neutral, (4) if you disagree, and (5) if you strongly disagree. Your comments are appreciated and will be of value in planning future externship programs.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Serving as worksite for the Externship Program was a rewarding experience.	1	2	3	4	5
2. We believe we were able to assist the externs in attaining their objectives for the visit.	1	2	3	4	5
3. We received adequate information to prepare us for the visit.	1	2	3	4	5
4. We would be interested in hosting Leadership Institute externs next year.	1	2	3	4	5
5. We would recommend serving as an externship site to other employers.	1	2	3	4	5

6. What suggestions do you have for modifying future Leadership Institute Externship Programs?

Appendix N: Letter of Appreciation to the Worksite Hosts

Dear

The School-to-Work Leadership Institute, held at Wright State this week, proved to be a successful, rewarding experience for all involved. A considerable portion of its success was attributed to the externships the delegates participated in on July 15.

Most of the first day of the Institute was devoted to School-to-Work concepts and how to observe and translate SCANS competencies observed on the job. Following the externships, these observations then provided direction in the formation of individual and regional goals to be accomplished in the months ahead.

We do wish to sincerely thank you for the fine program you organized for the externs. They returned so very enthusiastic about all they had experienced, and the people they met were so well informed. The externs shared so many examples with the group about what they had observed and learned during the visit.

Please convey our thanks to those in your organization who met and worked with the externs. "Something special" is being prepared to recognize your contribution to Ohio's School-to-Work System. Enclosed is a form to record your thoughts on how this experience may be improved; your comments and suggestions will be of value to us.

Sincerely yours,

Ms. Valerie W. Doll, Teacher-Educator
College of Education and Human Services

Enclosures